DOCUMENT RESUME

ED 381 514 SP 035 889

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TITLE Teaching for Thoughtfulness: Classroom Strategies To Enhance Intellectual Development. Second Edition.
REPORT NO ISBN-0-8013-1302-3
PUB DATE 95
NOTE 349p.; For first edition, see ED 331 789.
AVAILABLE FROM Longman Publishers USA, 10 Bank Street, White Plains, NY, 10606.
PUB TYPE Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classroom Environment; *Curriculum Design; Educational Change; Educational Practices; Elementary Secondary Education; *Evaluative Thinking; Higher Education; Inservice Teacher Education; Personal Narratives; Preservice Teacher Education; *Problem Solving; Reflective Teaching; *Skill Development; *Strategic Planning; Teaching Methods; *Thinking Skills

ABSTRACT

This text, designed for both preservice and inservice educators, promotes critical thinking and problem solving across the curriculum. Chapter 1 presents information from personal observations and national studies to support the conclusion that educators need to spend more time creating environments that foster thoughtfulness. Chapter 2 defines thinking as a search for meaning and understanding. Chapter 3 envisions a school which teaches thoughtfulness. Chapter 4 explores ways of moving toward the vision. Chapter 5 examines ways of designing a classroom environment that invites students' thoughtfulness. Chapter 6 exemplifies what is meant by problem-based learning and provides a rationale for this way of designing curricular and instructional plans. Chapter 7 presents one way of designing problem-based learning curricular experiences. Chapters 8-11 present strategies that go beyond minimal understanding of facts and ideas--strategies that involve problem solving, and in turn imagination (adventurous thinking), being reasonable (critical thinking), and reflecting on the processes (metacognition). Chapter 12 focuses upon determining the quality and depth of students' understanding of what has been taught. Chapter 13 uses examples from a number of different schools to illustrate several points about effecting change. Chapter 14 shares the experiences of four elementary and secondary school teachers and one mother, with children's developing independence. (LL)

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